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PROFESSIONAL CAREER OF THE COLLEGE ENGLISH TEACHER, PRESENT PRACTICES AND SOME DESIRABLE PRINCIPLES.

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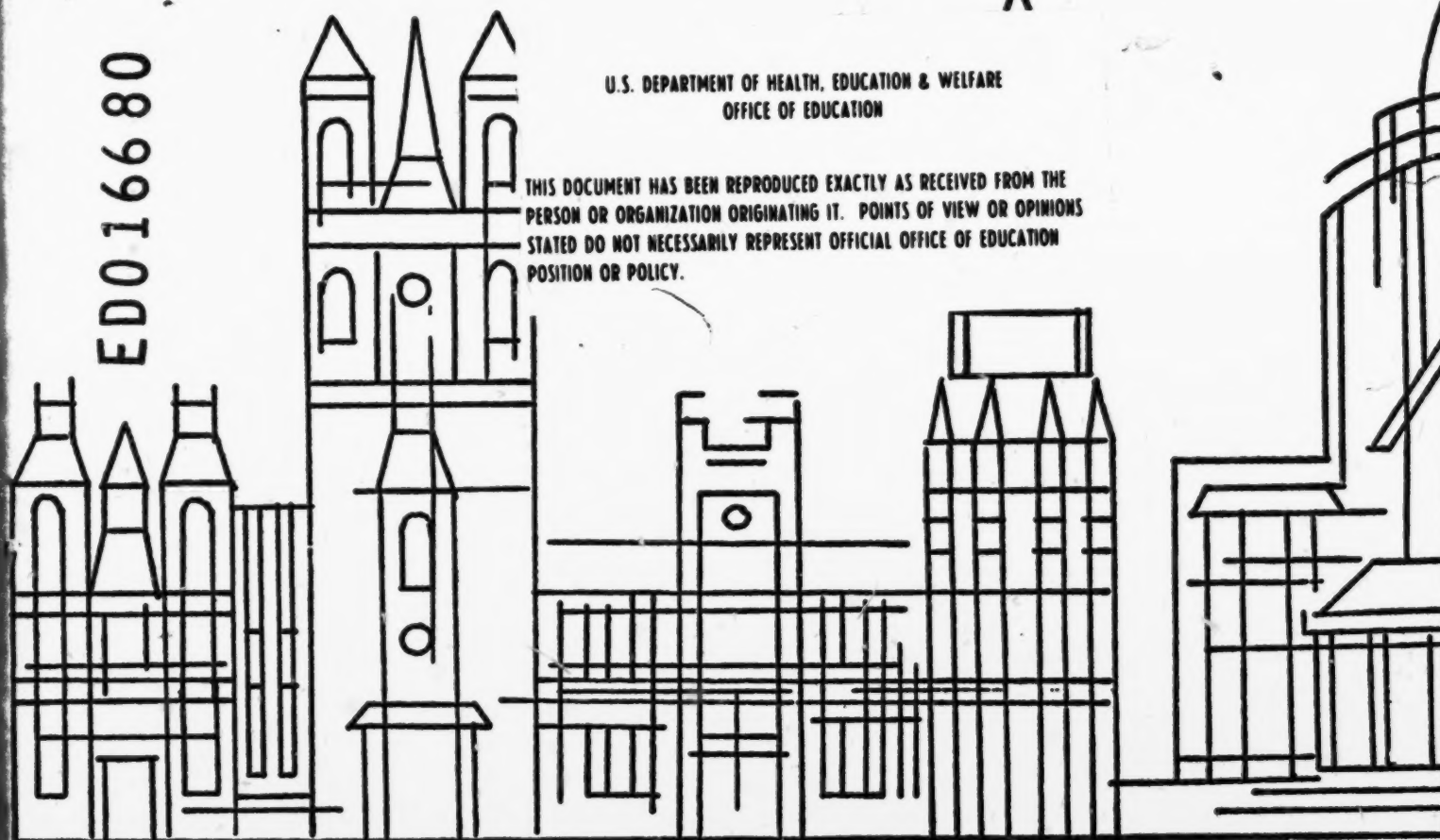
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THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH COMMITTEE ON SELECTION, RETENTION, AND ADVANCEMENT OF THE COLLEGE TEACHER OF ENGLISH STUDIED DATA SECURED FROM DEPARTMENTS OF ENGLISH IN 26 REPRESENTATIVE COLLEGES AND UNIVERSITIES RESPONDING TO A QUESTIONNAIRE. THE STUDY PROVIDES INFORMATION ON PROCEDURES OF SELECTION, THE NATURE OF THE POSITION, FUNCTION, AND QUALIFICATIONS OF THE TEACHER. HALF OF THE REPORT CONSISTS OF A DESCRIPTION OF PRESENT PRACTICES AND RECOMMENDED PRINCIPLES REGARDING RETENTION, TENURE, AND ADVANCEMENT. THE REPORT SUGGESTS THAT DESPITE THE WIDE VARIATION AMONG INSTITUTIONS IN SELECTION, RETENTION, AND ADVANCEMENT PRACTICES, THERE ARE PATTERNS OF UNIFORMITY WITHIN TYPES OF INSTITUTIONS AND IN SOME AREAS OF THE SUBJECT WITHIN ALL INSTITUTIONS. THUS, IN UNIVERSITIES STRESSING PUBLICATION AS A REQUIREMENT FOR ADVANCEMENT THE TEACHING LOAD IS LIKELY TO BE NINE HOURS. ALSO MOST INSTITUTIONS PLACE GREAT EMPHASIS UPON SUPERIOR TEACHING AS A REQUIREMENT FOR PROMOTION DESPITE THE ADMITTED DIFFICULTY OF OBJECTIVELY EVALUATING TEACHING ABILITY. THIS DOCUMENT IS AVAILABLE ALSO FOR \$1.25 FROM THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 508 SOUTH SIXTH STREET, CHAMPAIGN, ILL. 61820. (BN)

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Professional Career of the College English Teacher

Present Practices and Some Desirable Principles

*The NCTE Committee on Selection, Retention and
Advancement of the College Teacher of English*

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Introduction

For present and prospective members of the profession of the college teaching of English this report sets forth *present practices and some desirable principles in the professional career of the college teacher of English* in the United States as related to his function (what, in a general sense, does he teach, under what

Members of the committee: Jerome W. Archer (chairman), Marquette University; T. A. Barnhart (associate chairman), Minnesota State College, St. Cloud; Harlan M. Adams, Chico State College; Francis E. Bowman, Duke University; Bruce Dearing, University of Delaware; Karl W. Dykema, Youngstown University; Meta Riley Emberger, University of Louisville; John C. Gerber, State University of Iowa; Harlan W. Hamilton, Western Reserve University; Thomas Clark Pollock, New York University; Sister Ritamary Bradley, C. H. M., Marycrest College; Henry W. Sams, The Pennsylvania State University; R. C. Simonini, Longwood College; George E. Smock, Indiana State College, Terre Haute; Arthur Turner, Oberlin College; Helen C. White, University of Wisconsin; George S. Wykoff, Purdue University. Geographic distribution of committee membership: Midwest, 10; East, 3; South, 3; Far West, 1. Institutional distribution: large state and municipal universities, 5; large private universities, 4; small and medium-sized public (liberal arts and state teachers) colleges, 4; small and medium-sized private colleges, 3; technical universities, 1. Committee membership included two directors of freshman English, six chairmen of departments, and three deans. Messrs. Dearing, Gerber, Pollock, and Sams were members of the 1958 Conference (ASA, CEA, MLA, NCTE) which drew up "The Basic Issues in the Teaching of English," PMLA, 74 (Sept. 1959), No. 4, Pt. 2, 1-12; also available from the executive secretaries of the sponsoring organizations.

conditions, and what are the qualifications), his retention (tenure), and his advancement (promotion). The report also, it is hoped, may be of use to the NCTE Commission on the English Profession and to college administrators.

Although much has been written on the subject of the profession of the college teacher, no extensive statement has hitherto appeared on the subject of the profession of the college teacher of English.¹ To discover what the *present* practices and principles are in the selection, retention, and advancement of the college teacher of English, the committee first studied data and statements secured from the departments of English in twenty-six representative colleges and universities² in response to a questionnaire of some 150 items, drawn up by the chairman, and, with modifications, approved by the committee. Because the responses to the questionnaire, which was sent out April-June 1959, seemed essentially to confirm the experience of the members of the committee, it was de-

¹One of the very few published statements on even a limited aspect of the subject is Paul C. Wermuth's "College English Department Teaching Loads in Connecticut," *College English*, 21 (Jan. 1960), 222-226.

²Four private colleges and medium-sized universities; 5 large public (state or municipal) universities; 3 large private universities; 3 small public (state) liberal arts colleges; 4 state teachers colleges (all granting liberal arts degrees); and 7 technical universities. Geographic distribution: Midwest: 14; East: 3; South: 7; Far West: 2. The questionnaire was sent to 30 schools; three did not respond, and one response was incomplete.

cided that further extension of the inquiry would not be fruitful (although some members of the committee feel that a similar questionnaire might be sent out every three or four years by some NCTE group). Then, in 1960, using the data of the responses and their own professional experience, a sub-committee (Harlen M. Adams, Francis E. Bowman, John C. Gerber, Thomas Clark Pollock, Henry W. Sams, George S. Wykoff) made six preliminary statements on, respectively, the present practice in selection, retention, and advancement, and desirable principles in each of these three areas. These six statements, as revised and edited in 1961 by the chairman upon the direction and with the suggestions of the committee, form the basis of the present report, as approved by the committee.

The report suggests that present practices in the selection, retention, and advancement of the college teacher of English may sometimes vary widely from institution to institution, but it should be noted that there are clear patterns of uniformity within types of institutions, and, in some areas of the subject, within all institutions. Thus, in the large universities, including the technical universities, which tend to stress publication as a requirement for advancement, the teaching load is likely to be nine hours or less. In most schools, the freshman composition classes have twenty-five or fewer students per section. All schools place great emphasis upon superior teaching as a requirement for promotion, and almost all schools find it extremely difficult to discover and to identify objective norms for evaluating superior teaching, although most agree that the presently used sources and means for such discovery and identification are adequate for most purposes except for response to the competent teacher who is convinced that he is a superior teacher.

In part the report is a description of

the present "certification" of the college teacher of English—though no certification exists, nor is the committee prepared or inclined to suggest one.

I. THE NATURE OF HIS POSITION: Function, Qualifications, and Procedures of Selection

The committee felt that it could best describe present practices and suggest desirable principles in the selection of the college teacher of English by a description of the general nature of the position of the college teacher of English based upon answers to the following questions: what, at the various ranks, does he do as teacher and scholar; how many hours, sections, sections of composition, sections of literature, how many students, does he teach; what special qualifications and training are necessary; who selects him; what sources are used by the selecting persons. We have not attempted to describe or to suggest methodology or philosophy in instruction or scholarship: our concern is with the basic job of the college teacher of English, its conditions, its requirements—his workaday world.

In this section of the report the statement on what special qualifications and trainings are necessary for the college teacher of English is basically limited to persons at the *rank of instructor* since it is at that rank that the college teacher of English is ordinarily initially selected. Selection at higher ranks is more extensively treated in the sections on retention and advancement, for it is with relation to these that selection of persons at these ranks ordinarily operates.

I. A. *Function: What Does He Teach Under What Conditions*

I. A. 1. *His general subject matter, and teaching load at the various ranks*

At the end of the 1950's and the beginning of the 1960's in the United States

a college teacher of English was typically expected to teach written composition and literature to about 100 or 120 students in four different classes. If he were an instructor, most of his teaching was in written composition. If he were a full professor, most of his teaching was in literature. The kind of courses he was asked to teach varied with his academic rank: instructor, assistant professor, associate professor, or professor.

The *instructor* was typically expected to teach twelve class hours per week. In some institutions his load was only nine or ten hours; in a few it was fifteen hours. The typical load of twelve teaching hours was divided into four classes. Probably three and rarely fewer than two of these classes were in written composition. Some of the classes might include both written composition and literature; but usually literature was taught separately from written composition.

The number of students in the composition classes taught by the instructors ranged between eighteen and thirty. Typically the class had twenty-five or perhaps fewer students; but it might average 18-20, 21, 22, 20-24, 26, 27, 25-30 students. The size of composition classes did not vary with the rank of the teacher. In perhaps a half dozen institutions, experiments were being conducted to improve instruction and to induct the beginning teacher more slowly into full responsibility for a class, as for example, classes of 80-150 students meeting twice (or occasionally once) a week for lectures under a "master" teacher, one usually above the rank of instructor, and once (or occasionally twice) a week in smaller discussion groups of 18-25, staffed by graduate teaching assistants. In such cases, the student-instructor ratio is still likely to remain about the same as in typical programs. (In this report, the term, "written composition" classes, is

used to refer to the usual freshman English class. The size of such courses as advanced composition or fiction writing would range somewhat less, from about 10-18 ordinarily, and would usually be taught by persons above the rank of instructor.)

In the classes in literature, the size of sections taught by the instructor ranged from 20-25 to 25-35, with the class of 25-35 being most usual, though in some very few institutions the literature classes ranged from 50 to 100 students. In some institutions, usually large ones, a literature class of 80-300 might meet twice a week for lectures by teachers above the rank of instructor and once a week in small discussion groups of 15-30 staffed by graduate assistants at the doctoral level of study or by instructors. In such cases, the student-faculty ratio still would run perhaps to about 35-1.

The *assistant professor* of English was expected to teach about the same total load as the instructor, probably twelve hours a week, though it might be as low as nine or as high as fifteen.

The size of each class and the number of different sections were the same for the assistant professor as for the instructor. However, the assistant professor was likely to teach less written composition and more literature than the instructor. Typically, he would be assigned two sections of written composition and two sections of literature. One of his sections of literature might be an upper-division class; but this was by no means certain. He was only rarely asked to teach a graduate class. As the classes in literature were likely to be somewhat larger than those in written composition—25-30 instead of 25 or fewer—the assistant professor was normally responsible for teaching a few more students than was the instructor.

The *associate professor* of English was typically assigned the same total teaching load as the instructor or assistant professor: usually twelve hours, but per-

haps as few as nine or as many as fifteen. However, he had a slightly better chance of teaching only three sections a week, for a total of nine hours, although he probably taught four sections for a total of twelve hours. Further, he was less likely to teach two sections of composition and only rarely did he teach as many as three. More frequently, he would teach two or three sections of literature and only one or two of composition. Of his courses in literature, one was likely to be an upper-division or a graduate class. He might lecture to a large group in literature. Since he was expected to teach less written composition, his total student load was likely to be somewhat higher than that of the instructor or assistant professor. He might have only 20-25 students in each section in literature; but more probably these classes averaged 25-27 or 27-30, and might be 30-40, as against 25 or perhaps fewer in each section of written composition.

The full *professor* of English probably taught twelve hours in four different class-sections a week, as did the teachers at the lower ranks; but he might teach as many as fifteen hours in five sections. However, he had a slightly—but only slightly—greater chance of a lighter teaching schedule, perhaps as low as six hours a week in some institutions and as low as nine hours in others. In a few institutions, he might teach two or three sections of written composition. But typically he was expected to teach one section or none of written composition. He typically taught three or four sections of literature, but in some instances five. The number of students in each of his classes in literature was probably about 25-27, though it might be as low as 15-20 or as high as 50. He was more likely to teach one or two sections of upper-class or graduate courses in literature than was the associate professor. Between them, the professors and the

associate professors did most of the upper-division and graduate teaching.

The sizes of the literature classes as given above must be taken as only typical: in many of the larger schools a teacher, particularly at the higher ranks, might have as many as 300 or more students in a large lecture course, conducted with or without small discussion meetings, but almost always with the assistance of graduate students.

I. A. 2. *What does he teach in composition?*

In all institutions, a course in written composition was apparently expected to include instruction in selection of content; logical organization of ideas; and "style," including grammar and mechanics. Many of the courses included something more, or an approach to something more; but there was no generally accepted content beyond that indicated above. Some institutions included logic in the course in written composition, some semantics, some other subjects related to the ideas the students might be writing about or to readings used in the course. In most of the courses, the college teacher of composition was not actually expected to teach subjects such as philosophy, logic, semantics, sociology, anthropology, or theology, although some attention might be given one or another of these subjects as readings or themes might incidentally require. One respondent to the questionnaire noted: "The instructor worth his salt will have something to say about all the things mentioned from philosophy to semantics as they arise normally in the discussion of the reading, or in the themes of the students. The instructor should remember, however, that he is not teaching a course in theology but in composition."

Was the teacher of written composition expected to teach—not incidentally, but directly, as part of his assignment

as a teacher of composition—oral English, or public speaking, or reading, or listening? At a comparatively few institutions, he was. In some, he was expected to emphasize informal public speaking; in others, he was expected to emphasize content, organization, and delivery; in others, he was expected to emphasize reading speed and comprehension. But in general, his assignment was simply to teach the selection of content for writing; the logical organization of ideas; and written "style," including grammar and mechanics.

I. A. 3. *What does he teach in literature?*

The content of the introductory courses in literature which the instructor—or college teacher of English at a higher rank—was asked to teach varied widely from college to college. Perhaps most commonly the content was, in order of probable frequency, one of the following courses: types of American and British literature, major authors, the survey course (American or British, or both), world literature. But, in one institution or another the content included, for example, philosophy, Greek literature, the *Odyssey*, *Madame Bovary*, biography, Dante, Chaucer, Shakespeare, the contemporary novel and drama, aesthetics, and criticism. But in nearly all the colleges apparently he was expected to emphasize in his teaching the interpretation, appreciation, and analysis of literature.

I. B. *Qualifications and Training*

It is expected that the instructor has begun his graduate work in English and probably has an M.A., but the Ph.D. degree is rarely required, except in some larger schools. If he has no Ph.D. degree, he is often though not always expected to be working toward a doctor's degree. Beyond the personal qualities or traits of character or disposition normally required for practitioners of professions,

no special personal qualifications are required of the instructor in most of the colleges. No special training is required with specific reference to his duties as a prospective teacher, though some institutions would like him to have had training in the teaching of composition. In general, he is not required to take any special in-service training after he has become an instructor, except, in some schools, in the form of meetings with the chairman of the composition course, and, in some others, conferences with one or more of the senior members of the department. In most schools, particularly if he has had no teaching experience, his classes would be visited by the chairman of the department, or the chairman of the composition course or both, or by the senior members and he would consult with them after the visit. In a few schools, he is encouraged to visit the classes of more experienced teachers for in-service training.

I. C. *The Procedures of Selection*

In most institutions selection of instructors begins with the recommendation of the departmental head usually in consultation with a departmental committee. The departmental head may also consult with the director of freshman English and, particularly in the case of a candidate who may be considered for eventually teaching in a specialty, with the senior members of the staff concerned with the area of specialization. The departmental head's recommendation then goes to the dean, the dean of faculties or the academic vice-president, and the president, who usually makes the formal appointment.

Various sources are used for the discovery of candidates for selection: unsolicited applications; meetings at conventions; personal recommendations of professors at another university; lists, including brief biographies, of doctoral

candidates (near completion of Ph.D.), sent out by graduate departments of English; college or university placement bureaus. The Modern Language Association and the Conference on College Composition and Communication provide, at their annual conventions, a placement service both for those seeking positions and those seeking candidates, the CCCC service tending to be limited to positions in the field of freshman English.

I. D. *The Graduate Teaching Assistant*

Although this report is concerned essentially with the full-time college teacher of English, the role of the graduate teaching assistant must not go unnoticed, for he teaches a not inconsiderable number of students in college English classes: in many large state universities, and in some large private universities, from about ten percent to as much as 98% of the freshman composition courses are staffed by graduate students on the M.A. or, more often, the Ph.D. level of graduate study. The typical graduate assistant pursues a halftime program of graduate studies and teaches two sections of freshman composition, though he may teach less or more, his graduate study load generally being adjusted accordingly. In almost all such institutions he receives some in-service training, generally informal in conferences with and class visitations by the director of freshman English, but occasionally formal (perhaps in as many as thirty institutions today) in graduate courses in the teaching of composition, in the theory of rhetoric, or in linguistics: thus, since a relatively large proportion (perhaps 25%) of those who eventually become full-time college teachers of English pursue graduate studies while serving as graduate teaching assistants, the younger full-time teachers today are much more likely than their predecessors to have had

pedagogical guidance, even though their graduate study programs generally do not permit training particularly in the subject which most younger teachers will be teaching for a long time—written composition.

II. SOME PRINCIPLES FOR HIS FUNCTION AND DESIRABLE CONDITIONS, QUALIFICATIONS AND TRAINING FOR IT

What, within reason for the present and the next ten years, should be the function of the college teacher of English? Under what conditions ought he expect to live his professional life? In view of these expectations, what personal qualifications are essential and what ought his training to be?

II. A. *His Function and Desirable Conditions*

II. A. 1. *Teacher-Scholar*

Although rising enrollments seem to magnify the function of teacher, the college English teacher must remain a scholar. His is a scholarly profession, he teaches in an institution of higher learning, and his students are presumably concerned with scholarship. If he is to arouse respect and emulation in students, and in the public mind respect for a college and the profession, he must represent the inquiring mind. As an individual the scholar-teacher may be modestly endowed for one function or the other, but he must not be incapable of either. As a mere teacher he may be only a communicator. As a mere scholar he may be voiceless.

Because publication, measured one hopes in quality rather than quantity, remains the most tangible and negotiable evidence of scholarship, the teacher should publish, should communicate to his peers the results of his advancement of knowledge and truth. Such publication may be addressed, perhaps in order

of increasing significance: to his department and his university (e.g., syllabi, the planning of new courses, significant committee reports and studies); to his colleagues at conventions; and to his colleagues and the public in journals and in books (including short stories, novels, poetry, essays).

To be able to publish, the teacher as scholar should have leisure during the academic year, relief from the need to teach for more than an occasional summer, a reduced load when a project nears completion or is of extraordinary importance, regular sabbatical leave and access to institutional research funds. Significant books should find subvention. The increasing delay in printing acceptable articles highlights the virtue of brevity and need for additional outlets like University Microfilms.

II. A. 2. *Teaching load*

It is desirable that the college English teacher should be solely responsible for not more than three classes totaling no more than seventy-five students, though such a student load is perhaps too idealistic except for the teacher whose program is entirely in composition. In post-freshman courses, likely to be taught by older, more experienced, and perhaps more prestigious teachers, student load should perhaps not go over more than 125. It is very hard, however, to set up any fast principle in student load. Presumably, the best and most experienced teacher should be available to as many students as feasible. To make him so available, he frequently lectures to large groups. The danger in such a system is explicit in the remarks of one member of the committee: "The teacher who lectures to huge classes, and, the lecture over, is seen no more might better be on someone else's budget and lecture from film." Another committee member, however, perhaps more representative of the committee as a whole, says: "I do

not see how you can keep your older teacher in touch with any considerable number of students without the lecture and provision of assistance with quizzes and papers. He is likely to have a range of demands on his time and attention quite beyond what he had when he was younger. Students in lectures do question the lecturer after lectures and come in to office hours, if the lecturer does not look too busy."

II. A. 3. *Prospects for employment and economic status*

The college English teacher may join several of a variety of institutions or divisions of higher education—the community junior college; technical schools; evening and extension divisions; small liberal arts colleges; teachers colleges—many of them now becoming liberal arts colleges; state universities; graduate schools. The variety promises a place for teachers of widely varying talents and suggests flexibility in training and mobility and adaptability in the teacher.

The increasing demand for college teachers indicates maximum employment. The normal retirement age will rise and be accommodated to teachers who remain sound in body and mind, and use will be found for teachers beyond retirement. The proportion of women ought to increase with less discrimination in rank and salary. Married women who, after establishing a home and family, wish to return to teaching should be given opportunities to bring their training up-to-date so that they may be recalled to part- or full-time posts.

Although industry and government do not scramble for an English teacher's service, his salary scale should be comparable to that in other departments. Generally rising college salaries have not yet caught up with cost of living or income in other vocations which require no more or even less training and carry

no more responsibility. A more than minimum income is necessary for scholarly travel, professional membership and journals, a personal library, and education for children. As one college president has put it, "the prestige of the college professor . . . must be supplemented by the normal accompaniment of prestige in our society, commensurate financial recognition."³ If public respect for the profession is to be raised, the college English teacher must be able to hold his own in the cultural life of the community.

II. A. 4. Professional "Certification"

The profession of the college English teacher, like that of most other professions of college teaching (e.g., history, foreign languages), has no single organization speaking for it as a profession: for admission and continuation in it no organization specifies criteria, standards—it has no bar examination and no disbarment. The "license" to teach, the M.A. or the Ph.D., is conferred by several hundred graduate schools of widely varying standards. This is not to say, however, that charlatanism or malpractice finds ready admission or continuance in the profession, for safeguards do exist, though not on a national unified level, in the generally cautious practices of selection within departments and colleges and the generally cautious practices of retention or of tenure. National organizations, particularly the College Section of the NCTE, CCCC, CEA, and MLA, do have a considerable influence on professional standards in the field, but without any formal sanction. Perhaps not more than a small minority of college English teachers today would wish for any stronger professional or-

ganization as far as "certification" is concerned. Like other college teachers, the college English teacher tends to distrust legislating or certifying bodies in higher education. Nonetheless, many of us feel that in these days of a decreasing supply of qualified teachers a stronger, more precise voice must speak out on the minimum requirements and that this voice should be the profession itself or a body representing it and not the voice of the state or the government.

II. B. Desirable Qualifications and Training

What personal qualifications should the college English teacher depend upon to see him through a successful career? It would seem that they are accurately represented as a resolution of opposite extremes. He should feel irresistibly drawn to the study of English and American language and literature, not as a retreat from reality, but as a means of knowing and understanding reality, and he should feel impelled to share that revelation. He will need intelligence of a high order. Although not everybody as he grows in knowledge and in age will be best used with under-classmen, ordinarily the college English teacher, like others, must have a temperament that will tolerate the routine of teaching and enable him to keep contact with immature and mature minds. He needs a retentive but selective memory. In communicating with students and colleagues he will use logical processes of thought, but in study and reflection he should reveal creative imagination. He must be dogged in research, but should not be a storehouse of unilluminated fact. Although he should insist upon the highest standards of taste and judgment, he cannot afford to be inattentive to evidences of popular taste. If he is endowed with wit, it should be genial and be used, as often against himself as others, to expose folly,

³Reverend Paul Reinert, S. J. (St. Louis University), in *America*, C (Nov. 15, 1958), 211, in a review of Theodore Caplow and Reece J. McGee's *The Academic Marketplace* (Basic Books, 1958).

prejudice, pretension, and hypocrisy. He needs a sanative sense of humor.

He must love books, but not as a librarian or bookseller. As scholar he is solitary and antagonistic to interruption, but he needs to remain aware of the world about him to communicate with it and he should be approachable by students and colleagues. He must assume his share of essential departmental and institutional chores. He must carry lightly the academic routine of end-of-period bell, final examinations and grading, repeated courses, easily anticipated student errors and questions; in fact, he will need to feel and show lasting enthusiasm.

He needs considerable physical stamina to endure the rigors of effective teaching, intensive study, and frequent late hours. The needs of young faculty for tennis courts and other sports facilities should not be overlooked. Personal physical advantages in, for example, bearing, appearance, voice, movement, as well as mental advantages should of course be used for the business in hand, not for an irrelevant exhibition. Professional purpose and responsibility should dominate here as elsewhere. And those who are unduly modest about their personal advantages can take comfort from the fact that students often seeing their faculty as odd any way won't mind so much some of them being odder if they know their stuff and want to share it with young people they care about. There is room within English departments to make fullest use of attributes of intelligence, energy, appearance, and voice. The design of new courses and curricula, the integration of English with other departments and programs in the university, the articulation of high school and college English, and the presentation to the undergraduate of a model of intellectual vitality, urbanity, and civilized behavior are all opportunities and responsibilities which fall particularly heavily on members of English departments. It

may perhaps also be noted that a very large number of divisional chairmen, academic deans, and college presidents are recruited from the ranks of English departments—in large part perhaps because of the verbal aspect of our trade, which places a high premium on articulateness, and perhaps because of the qualities of restless energies, breadth of interest, and personal fastidiousness which, while no exclusive property of the English department, are nevertheless highly characteristic of its faculty.

The proper training for the college English teacher cannot be prescribed strictly: the range of assignments he may be given varies in different kinds of institutions. It must be understood that only the groundwork can be laid in graduate school; he will be learning all his life.

A guide to the undergraduate program would be what many college English teachers later wish they had learned in college. Although some of our best college English teachers have had undergraduate majors in other fields, as, for example, philosophy or classics, a major in British and American literature may ordinarily be assumed, but to it should be added Latin, the chief literary classics in foreign languages, at least in translation, classical mythology, the Bible, and English linguistics. One modern foreign language should be carried to the point of easy reading and the ability to compare that language and the literature of it with English. The study of British and American history should parallel the study of literature and include historiography. A history of philosophy may train the mind to handle ideas and to recognize the seminal contribution of philosophy to literature. The future teacher of literature, through the most congenial natural science, should come to know the methods of science, and perhaps also the history of science. It is hoped that the undergraduate has formed the habit of in-

dependent study, has learned to speak and write well, and has been identified and encouraged as a potential teacher.

Despite evidence of the increasing proportion of college teachers who have only the M.A., it is not likely that the definitive teaching degree will ordinarily be other than the Ph.D., and to it the English teacher should push on with all the haste that money and sacrifice will permit. It is usual, and usually advisable, not to take all three degrees, B.A., M.A., and Ph.D., at the same school. The details of a recommended graduate program need not be spelled out. In graduate school the teacher will fill in some of the gaps left by undergraduate study, but no Ph.D. orals or comprehensives should be encyclopedic. He should not be permitted to concentrate in either British or American literature to the exclusion of the other, nor to the exclusion of the language.

The entire graduate program should be designed so that the student will be grounded in the techniques and knowledge he will use in later teaching and research, including perhaps most of the following experiences, though some of these he may already have had in enough depth in his undergraduate program. At some point he should compare the structure of English with that of another language, perhaps through an exercise in translation of both prose and verse. He should collect and interpret data on a regional or specialized variation of standard usage. He should know the principles and theories of rhetoric and literary criticism. He should investigate a textual problem, a historical or biographical problem, and defend a solution to it; read all the work of a manageable author, e.g., a minor poet, and analyze and describe the pattern of it. He could study an author's development along one line, e.g., the revisions of Keats's poems, find out what has been done on some aspect of a major writer and what needs to be done on it, define a prevail-

ing reaction to some aspect of a writer's work and decide what he thinks of it, review the critical response to a standard work and explain fluctuations in its popularity, compare what two artists did with the same theme or story. He should have sufficient experience in the explication of a moderately difficult poem, short story, or play; he might write a critical review of a recent major work, and of a recent production of a play, television show, or motion picture, perhaps one adapted from a novel.

As an apprentice he should teach a class or two in a graduate course with instructor and classmates serving as critics, under guidance teach at least part of one semester of freshman composition, and in an informal or formal seminar review the function and organization of a college, the function and organization of English departments, and the varieties of freshman and sophomore courses in which he will spend his first crucial years as a college English teacher.

II. C. *Some Attendant Duties—Recruitment, Training of Pre-College Teachers*

By example particularly, and by direct judicious, appeal the college English teacher should recruit with more zeal than he has recently shown. He should scan all his classes from the freshman year up for signs of the potential teacher. A student who shows aptitude should be challenged and encouraged; he should be identified to others in the department. Recruiting cannot be delegated to the person or small committee that nominates seniors for graduate school admission and awards. The experienced teacher should welcome opportunity for apprentice training of graduate students and young instructors.

The college English teacher should also give increasing attention to the

quality of instruction in pre-college years. He trains the school teachers about whose ineffectiveness he and the public complain. He must accept responsibility for the content and quality of instruction in the schools and not leave it all up to departments of Education or to state boards of education.

III. PRESENT RETENTION AND TENURE PRACTICES

(Although much of the substance of this section and some of that in the rest of this report apply to the whole faculty and not just to the English faculty, inclusion of such material seems necessary for viewing the role of the college teacher of English in proper perspective.)

III. A. Requirements

Tenure practices vary markedly with the type of institution. One generalization can perhaps be made: in the state colleges and state teachers colleges tenure is dependently primarily on years of service, in the large universities primarily on rank, and in the medium-sized private universities and colleges on one or the other or both.

In the state colleges and state teachers colleges three to five consecutive years of teaching are generally sufficient for tenure. To be retained for the requisite number of years a faculty member at these schools must first and foremost demonstrate competence in teaching. Publication, membership in professional groups, and institutional activities are helpful and are taken into account, but they clearly are not so important for retention and hence tenure as superiority in teaching.

In the private colleges and medium-sized universities, practices vary. Among this group, some schools, for example, require three years of teaching above the level of instructor for tenure; others require five years, though this period

may be shorter if a new faculty member has had tenure elsewhere; and others require eight years, though anyone appointed to the rank of full professor or promoted to the rank of associate professor receives tenure. A few schools in this group grant tenure to those appointed to the rank of professor or appointed or promoted to the rank of associate professor. In these schools the requirements for being retained or advanced sufficiently to obtain tenure are summed up rather well in a statement from one of them: "We seek effective teaching, interest in professional development in addition to the attaining of a (doctor's) degree, and general usefulness to the department and the college."

In the large state (or municipal) and private universities including the technical universities, tenure is ordinarily tied to rank. The basic procedure is to grant tenure to those appointed or promoted to the rank of associate professor. Some institutions set slightly higher demands, for example: granting tenure only on the second appointment to the rank of associate professor, or after five years in the rank; withholding tenure for two years to those newly appointed to the university at the rank of associate professor; granting tenure only to full professors though others may achieve tenure if they are retained without promotion at such time as they would normally be promoted to the rank of professor. Other institutions liberalize the basic plan. In addition to granting tenure to associate professors, a few universities grant it for seven years of service on the permanent faculty; a few give "moral" tenure to those below the rank of associate professor after individually specified periods of teaching; some others grant tenure after three to seven years, the period being specified at the time of the original appointment; and others give tenure for three years of service. To achieve tenure in almost all of these universities, a faculty member

must first of all have a substantial record of publication. "A book of some value or its equivalent" (presumably in articles) seems to be the minimum requirement in this respect. Next he must have demonstrated competence in teaching and an ability to carry out responsibilities in his department and institution. It helps too if he attends and participates in the meetings of the various scholarly organizations. It is taken for granted that he has a Ph.D. Finally, as one respondent to the questionnaire points out realistically, offers from the outside frequently hasten promotion to the associate professorship and permanent tenure.

III. B. *Extent of Dismissals or Voluntary Separations*

Once a college teacher of English has been appointed to a full-time position the chances of his being dismissed from his position, or of separating himself from the profession, appear minimal. Although this condition may result from lax standards for retention or tenure, one would like to think that it results from careful and prudent recruitment and initial selection. Although the chances of dismissal from a position are minimal there is a good deal of moving from one institution to another in certain instances. In some larger schools, instructors holding the M.A. are engaged for a minimum period, e.g., three years, after which they are expected to leave to complete doctoral studies or to secure positions elsewhere. In some such schools, though they are perhaps becoming fewer and fewer in these days of heavy enrollment, instructors holding the Ph.D. are engaged with the understanding that they will have to meet vigorous competition to be promoted to the next rank—a condition in these schools for further retention, and assistant professors are engaged with the understanding that only a limited num-

ber of them will survive for promotion to the rank of associate professor—a condition in these schools for tenure. Instructors and assistant professors in such schools who do not meet the conditions and requirements as stipulated and who are then not re-engaged cannot be regarded strictly as being dismissed. In any event almost all of them secure positions in other schools and, in doing so, are usually vigorously assisted by the schools which they are leaving.

Voluntary separation from the profession itself at the lower ranks is minimal; at the higher ranks it is infinitesimal (except for separation occasioned by acceptance of college or university administrative posts). And at the higher ranks there is apparently much less voluntary moving from one institution to another than the occasional moving of a number of more or less distinguished teachers may suggest.

These impressions of the committee seem to get support from the responses to its questionnaire. Answers to the question, "What is the average annual number of instructors who are released?" were: None in 6 schools; 1 in each of 6 schools; 2-4 in 4 schools; 5 in one school. In almost every one of these cases, the instructor went on for doctoral studies, and we can assume that he was originally hired with a terminal limit specified. As noted above, the retention of assistant professors in the larger schools may at times be limited by the "pyramid" system which permits only a limited number to be advanced to the next rank, the one necessary in such schools for tenure. The problems that sometimes arise in such schools are suggested by the following remarks of two respondents: "We have a log-jam at this rank; the department regards several assistant professors as worthy of promotion, but various faculty committees have blocked our efforts. Those who are not promoted stay on—or find other jobs and resign." "In recent years

we have built up our long-term staff by making a considerable number of deserved promotions from assistant professor to associate professor. Because the associate professor rank is now rather full, we shall have to do less of this unless some of our present associate professors move elsewhere. I would guess that in the next few years we shall probably promote one or two or three assistant professors and let the others go elsewhere." In the smaller or medium-sized schools such problems are not likely to exist, and the assistant professor either is promoted or secures tenure. A respondent from one such school says, "We have had only one resignation in the past twelve years (he went to another school)." Another says, "We have lost only one out of forty teachers." Perhaps such immobility is undesirable.

IV. PRINCIPLES FOR RETENTION AND TENURE

IV. A. *Qualifications for Retention and Tenure*

Qualifications for retention and tenure should include the following:

1. *Teaching effectiveness* as shown by the ability to lecture, lead discussion, plan courses and classroom methods and construct tests, and to counsel, inspire and stimulate students.

2. *Preparation as shown by academic training*, normally including completion of or continuous study toward the doctorate, and by continuing study of the general field, of the specialty, and of recent developments in college teaching.

3. *Professional activity and achievement* as shown by the following, listed in probable order of significance (superior performance in one of the first three might compensate for absence of performance in any or most of all of the others): (a) publication, including as acceptable—besides the usual scholarly works or research—the writing of po-

etry, fiction, drama, general or popular criticism; (b) leadership or effective participation in institutional activities such as committees, curriculum planning, in-service training, special lectures; (c) membership and activities in societies such as MLA, NCTE, CCCC, CEA, ASA; (d) grants, scholarships, prizes and awards; (e) community service relevant to the profession or in which professional services are effectively employed; (f) service to schools at other levels (e.g., high schools); (g) travel, when professionally significant.

IV. B. *Regulation and Procedures for Retention and Tenure*

(These principles should extend, of course, to all faculty members of an institution, not merely to teachers of English; their presentation here, however, may be useful to the prospective college teacher of English.)

Tenure should be granted, regardless of rank or degree after no more than 5 years of service and certainly not more than 7 years in one institution, or the teacher should not be retained. At first full-time employment all conditions affecting retention (and advancement) should be frankly put before the teacher. He should know clearly the terms of employment with, in the case of a probationary appointment, a notion of when judgment about his future is to be undertaken normally. Information concerning criteria and procedures should be generally available; where assurance is impossible, the teacher should learn probabilities. Prior to achieving tenure, teachers should receive notice of retention or non-retention no later than the end of the first semester (or second quarter) of each employment period.

After trial, instructors who cannot be retained should be assisted in finding a new appointment; those who are retained should be advanced to an assist-

ant professorship with the possibility of earning tenure within three years.

If publication is essential, the teacher should be so informed. Some would wish the quality and quantity to be stated explicitly, but it is doubtful that quantity ever should be stated explicitly and quality is not easy to state explicitly. As one committee member says, "I have read one man's article and concluded that there was no reason for keeping the mind revealed there around, and read another and thought I would like to see a book from him. It is the whole man one should look at, and with an eye not only to where he is now, but where he may reasonably be expected to be ten years from now." If the teacher is at all knowledgeable in his field he will have a rather clear picture of how much and what are required. Policy within a department of English must be flexible enough to permit maximum consideration for individuals, but it need not be formless and opportunistic. The chairman, whether rotating or on extended tenure, should be subject to democratic guidance. Students, teachers, and the department will gain by considerable flexibility, horizontal and vertical.

Supervisory officers should hold periodic evaluative conferences with the probationary staff member. At a final evaluative session preceding recommendation for retention or non-retention, the supervisor should inform the staff member of the reasons for his recommendation. Implicit is the right of the probationary teacher to be heard. The appointing officer or officers or agency should obtain all available objective data, and reliable subjective opinions supported wherever possible by specific and unbiased evidence. The appointing officer(s) or agency should give all probationary staff members at the same time a written statement of retention or non-retention which, however, should not state reasons.

V. PRESENT PRACTICES REGARDING ADVANCEMENT

V. A. *General Qualifications for Advancement*

For advancement in rank, requirements or qualifications may be general and may even be beyond departmental control; for example, in one state a requirement for the state colleges or universities is that only 35% of a staff may be full professors and only 25% may be associate professors. Special requirements or qualifications may exist within a department of English.

Although most colleges and universities publish official statements of the general conditions or requirements for promotion for their general faculty, departments of English (and presumably most other departments) generally either provide no official statement of departmental specifications of conditions or requirements for promotion or provide, if any at all, informal statements or lists of suggested, not definitive, conditions or requirements. Whether or not there is a written statement, requirements for promotion are met by performance in some more or less commonly recognized areas.

V. A. 1. *Superior teaching*

Superior teaching, as distinguished from efficient teaching, is almost universally a requisite for promotion. Admittedly, superior teaching is desirable, but methods of evaluation are not general, scientific, or fool-proof. Present practice includes the following as sources of evidence for evaluation: reputation among students and colleagues and personal observations of department head or senior members of the staff; success of students in classroom, college activities, and, for some, in student teaching; conduct in conferences, and committee and departmental meetings, and in devising instructional

materials; and (as one respondent to the questionnaire put it) "impressions that get around." Hence, though these sources are not necessarily invalid and indeed are often fairly reliable, most departments admit quite frankly that their methods of evaluating teaching as superior are quite subjective, as the following comments by respondents to the questionnaire suggest: "admittedly subjective and informal"; "no scientific way"; "the criteria are somewhat impressionistic"; "no norms; matter is sometimes debated rather sharply"; "how can one say?"

Some expanded statements are:

In considering advancements, we do rely on superior teaching, but no one has defined superior teaching and no committee has yet come up with a way of measuring it. We have a standard rating sheet for faculty which is filled out by students, but the sheets go directly to the faculty and are not available to administrative officials.

My own judgment [a departmental chairman's] is based largely on the individual's preparation, general reports from previous students, his public appearances, his grading, his cooperation in the work of the department and on committees, his initiative, and effectiveness of his teaching as measured by the performance of his students in succeeding courses.

I find it reasonably easy to learn who are the very poor teachers and who are the few definitely superior teachers from the students and the department members. But it is impossible to learn fine shades of differences and also impossible to convince an adequate teacher that he is not a superior one. The pleasant assumption is that we are all superior teachers under the definition set up by the Board of Regents.

An obvious criterion for promotion is competence in teaching. Teaching ability is not easy to appraise. But, it is generally agreed, a good teacher knows his field and the recent developments therein, arouses his students' interest, leads them to think critically, teaches them to apply their knowledge, and awakens them to

the social and ethical implications of their study. While some able teachers are popular, some popular teachers do not have a command of their subjects and are not necessarily industrious. We may question the value of a teacher of English composition, however successful in the eyes of his students, who does not require an adequate number of papers and who does not carefully correct and promptly return such papers with regularity, since this procedure is indispensable to the students' progress. Teaching should be evaluated in relation to grading standards and the capacity to challenge the better students to their best efforts.

In most institutions, evaluating the evidence of superior teaching is done by the departmental head alone or with his senior colleagues and, in some institutions, along with the dean. In the rest, one or the other of the following groups is likely to be responsible: the division chairman and dean; the departmental head, the dean, the president, along with a committee selected by the Faculty Council or Senate to assist the president in his decision. In some schools, the instructors and assistant professors are evaluated by the teachers in the higher ranks.

V. A. 2. *Publication*

Publication as a requirement for promotion includes: (1) articles or books or chapters in books on the literature or language, or editorship thereof; (2) articles or books on pedagogy in the field; (3) fiction, plays, poetry, essays; (4) textbooks; (5) book reviews. Practice varies as to the extent to which publication is required for promotion. In general, as we saw earlier was the case also for tenure, in the smaller institutions it helps but it is not necessary; in the larger institutions, particularly for the promotion to the last two ranks, it is almost always a requirement.

Data taken from the questionnaire may give a more definite view of present practice:

Eleven institutions or 42% favor all such publication; the remaining 15 or 58% have varying or qualifying attitudes, although most of these stress scholarly publication "strongly," the other kinds "possibly." Four of these institutions say concerning *all* publication, respectively: "Considered as part of general contribution to the good standing of the college"; "Some publication considered desirable but not always essential. Concern is about quality rather than kind or volume"; "Although there is heavy emphasis on scholarly publication, the department will consider the other kinds of writing as acceptable substitutes in instances where they seem more apropos to the kind of department work the individual is engaged in—for instance, a novel or a volume of poems for the individual conducting the creative writing classes"; "They help, but they are not primary."

V. A. 3. *Activity in professional societies*

Activity in professional societies in the form of addresses, officerships, and other program participation such as service on workshops or panels, is regarded by most institutions as significant for promotion, though to a lesser degree, and in some schools to a much lesser degree, than superior teaching and publication. Attendance at meetings of and memberships in professional societies, though in many schools apparently expected from normally alert faculty members and hence for retention, carry little or no weight for purposes of promotion. (In the responses to the questionnaire, of the 26 institutions 21 regarded activity in professional societies as important, three thought it of no importance, and two made no comment.)

V. A. 4. *Institutional activity*

Institutional activity in the form of leadership or other effective performance in departmental, college, or university committees, curriculum or course planning, moderatorships, special lectures, is generally significant for promotion, though often less significant generally for promotion to the higher ranks. Effective directorship of the freshman English program and staff, and effective chairmanship of a department may also be considered, though promotion to the higher ranks will often also require some other distinctions.

V. A. 5. *Other activities*

Other activities, as, for example, community and civic service (e.g., TV programs, public addresses), grants, scholarships, continued graduate study or advanced degrees—in the case, perhaps, of those at the instructorship level, post-graduate study, pertinent travel, service to schools at other levels, may also be significant for promotion, though ordinarily they will carry much less weight than publication, activity in professional societies, or institutional service, and generally are of diminishing significance for promotion to the higher ranks.

V. B. *Criteria for Promotion to Particular Ranks*

V. B. 1. *From instructor to assistant professor*

For this promotion, the Ph.D. is rather widely required. Of the schools surveyed in the questionnaire, 17 (65%) require it; 9 (35%) do not. Perhaps we may say that most larger schools and some prestigious small schools almost always require it, except for the rather firmly established professional writer of fiction, poetry, drama, or essay.

Though in general this promotion occurs after three to five years of experience, formal requirements of a

minimum number of years of experience vary from none to six years. Some require none of a Ph.D., but six years of an M.A. Most schools perhaps require a minimum of three years.

(In departments of English in some few larger institutions, particularly those in which the freshman English course is entirely or almost entirely staffed by graduate teaching assistants who are on the M.A. or more likely the Ph.D. level of graduate study and, in some cases, by part-time staff as well, there may be very few teachers at the rank of instructor—in a very few of such schools, there are none at this rank. In such departments, the assistant professors are most likely to be brought in from other schools.)

Most schools do not give this first promotion simply on the basis of the Ph.D. or its equivalent and a limited number of years of service (in the survey, 65% do not; 35% do): they would also require some achievement or promise thereof in some of the areas noted above in the section, "General Qualifications for Advancement," superior teaching being almost always included. The degree to which other qualifications are required varies considerably from one type of institution to the other. Generally perhaps the larger schools require strong promise of publication, and some of these require, as a minimum, a brief published article or a paper read before a learned society. The following are some specific responses to the question, "What achievement beyond degrees held and beyond years of service is required for promotion to assistant professor?": "Teaching skill" (a technical university); "Excellence in teaching and promise of publication" (a large state university); "Definite evidence of scholarly achievement—publication of articles or substantial progress on a book likely to be published, or—rarely—administrative accomplishment" (a large state university); "We seek effective teaching, interest in

professional development in addition to the attaining of a degree, and general usefulness to the department and the college" (a small liberal arts college); "Although instructors have on occasion been promoted, we are more likely to obtain assistant professors as new appointments from outside. Such new appointees must have the Ph.D. degree. They are appointed on the basis of their graduate school record, the opinions of their professors, their general 'promise'—i.e., of becoming good teachers and of producing sound publications. If such a person has not published, we are likely to read his Ph.D. dissertation" (a large private university).

V. B. 2. *From assistant professor to associate professor*

For this promotion, the Ph.D. is required by most institutions (in the committee's survey, 23 schools or 88%). Years of experience required vary considerably. Some schools specify no particular number but are not likely to promote to this rank anyone with less than 5 to 6 years. Announced specifications vary in different schools from 1 to 10 years, with perhaps 6 to 8 years being most general. Many schools do not formally designate a minimum number of years at the rank of assistant professor, but in most schools most persons promoted to the rank of associate professor would have had three or more years of experience at the preceding rank.

Very few schools will promote to the associate professorship simply on the basis of the Ph.D. or its equivalent and a limited number of years of service: the great majority require some distinction in performance in some of those areas noted above in the section, "General Qualifications for Advancement," including almost always outstanding teaching and publication. The following responses to the questionnaire

relative to qualifications for promotion to this rank are pertinent: "Outstanding teaching. Promise and preferably performance in publication" (a technical university); "A certain amount of publication (books or several articles)" (a large state university); "Careful application of criteria indicated. Mature judgment that man fits ideally into departmental role and university purposes" (medium-sized private university); "Publication. Significant series of articles or a book. Occasionally administrative competence will count" (a large state university); "Not only are years of service and a degree necessary, but we evaluate the effectiveness of teaching and of individual counseling of our students along with usefulness in committee meetings and in other assignments of department head or college administrative official" (small liberal arts college); "The level at which assigned courses are taught and initiative in departmental responsibilities" (small liberal arts college); "He [the candidate] should be the author of a good book; or the equivalent in articles or distinguished 'creative' work" (a large private university); "Promotions become increasingly difficult from rank to rank. Our machinery is cumbersome—but so devised as to effect the will of the faculty. Promotion to associate professor rank means that one has the confidence and respect of his peers; even more, that to full rank. The standards of judgment remain the same, though expectations on all points are higher from rank to rank. 'Distinction'—a vague term, highly subjective—is required for associate professors: 'Outstanding distinction,' of full professors. This means publications. By and large, the other qualifications (good teaching, service to the university and the community, etc.) are taken for granted" (a large private university).

V. B. 3. *From associate professor to full professor*

For this promotion, the Ph.D. is required by most institutions (88% in the committee's survey). The number of years of experience required varies considerably. Some institutions specify no number. Where specified, the number may vary from 5 to 15 years. Most persons promoted to this rank are likely to have had at least 10 years' experience, many 15, and some 20 or more years. Most schools do not specify a minimum number of years at the rank of associate professor for promotion, but most professors are likely to have had at least three years of experience at the preceding rank.

As for the associate professorship, very few schools promote to the rank of professor simply on the basis of the Ph.D. or its equivalent and a limited number of years of experience: most schools require distinctive performance in some of those areas noted above under "General Qualifications for Advancement," including almost always outstanding teaching and publication. Some responses to the committee's questions on this subject are: "Outstanding teaching. Publication. Some national prestige" (a technical university); "A substantial amount of publications; special assignments in the university also help (e.g., being chairman of the freshman or sophomore staffs). And, of course, offers from the outside at this as well as at other ranks hasten promotion as much as anything else" (a large state university); "A book of some value or its equivalent. Responsibility and leadership in department affairs" (a large state university); "A recognition of reputation and distinction in the individual's special activity, demonstrated by publication or by significant activity in professional societies (beyond attendance or the mere reading of papers)" (a large state university); "Contribution of scholarly articles

and books" (a large private university); "He should have published. He should have further significant publication in prospect. There are exceptions of course, but this is the rule" (a large private university); "The department has so few changes that the basic fact is a slow process as follows: M.A.—instructor. M.A. plus a year or more of graduate work plus teaching—assistant professor. Ph.D. plus some teaching plus judgment of quality—associate professor. Ph.D. plus more years of teaching plus quality plus (most important) vacancy—professor" (a small liberal arts college).

V. C. *Procedures for Recommendation for Promotion*

V. C. 1. *Who recommends?*

The departmental head either alone (as was the case for 38% of the institutions in the survey) or in formal or informal consultation with departmental groups, such as a committee or full professors, is usually responsible for recommendations for promotion. In some few schools a departmental committee recommends to the head. The following responses to the committee's questionnaire may suggest more specifically the details in some procedures:

A large state university: "Senior staff makes the recommendation to the chairman, who in turn makes his recommendation (which is not necessarily the Senior Staff's but usually is) to the Dean of the College (in any case, the chairman informs the Dean of the Senior Staff's recommendation). Senior Staff comprises: For promotion to assistant professor, all three upper ranks. For promotion to associate professor, full and associate professors. For promotion to professor, full professors only."

A large private technical university: "Since my assumption of the headship in 1946, our procedure has been for all departmental members at the rank of associate professor or professor to join the head in annual consultation each fall

concerning reappointments and promotions at the lower ranks—that is, reappointments of instructors and assistant professors, and possibly promotions to assistant professor and associate professor. We seldom actually take a vote, but we always come to an agreement which is then forwarded by the department head as his recommendation to the Dean."

A large private university: "Department committee, including all of higher ranks than the candidate, recommends promotion. The faculty board on appointments and promotion reviews the recommendation and reports, with its own recommendation to the Executive Committee of the Faculty. Its action is reported to the Faculty—which normally accepts without discussion. The President has veto power, and occasionally uses it. The Board of Trustees accept (never known to reject, at any rate)."

A state teachers college: "The college president is responsible for all promotions. Recommendations are made by a secret committee of full professors, who act upon data supplied by the dean of the college, the chairman of the divisions, the departmental chairman, and divisional or departmental committees."

V. C. 2. *Who receives recommendations?*

The department's recommendations for promotions generally are submitted directly to the dean of the college. In a few institutions they are submitted directly to the president (usually in small schools), or to a college promotion committee of full professors, or to a committee on rank, tenure, and salary through the dean, or to a committee of the Faculty Council or Senate. Where submitted first directly to the dean, they then may go to one or more other officers or groups, as for example, to the academic vice-president, to a committee on rank, tenure, and salary, or to the president. In all cases, however, the final approval is in the hands of the president along with, in many cases, a board of trustees, though this final action is, ex-

cept in small schools, likely to be a formality.

VI. SOME UNDERSCORINGS AND SOME PRINCIPLES REGARDING ADVANCEMENT

(On this subject, also see pertinent material above, under Section II, pp. 450-455.)

VI. A. Teaching

As noted in the preceding section of this report, all schools believe that superior teaching should be a primary criterion for advancement, though no school has available a systematic procedure for fine discriminations among teachers. Departmental chairmen, with or without formal, organized advice of colleagues, can apparently distinguish the extraordinarily effective teacher with dependable accuracy. The basically inept teacher also is quickly recognizable. But fine shadings of difference appear to be elusive, although "somewhat impressionistic" descriptions of the faculty member as teacher are usually included in all recommendations for promotion.

Adequacy as a teacher should be prerequisite to promotion, but not in itself an acceptable justification for promotion. Conspicuous or outstanding success as a teacher, evidenced by large enrollments and widespread campus enthusiasm, is on many campuses regarded as justification for promotion even when other qualifications are not present. Even so, mere popularity with students should be looked upon with some degree of reserve. Departments should require assurance that popularity is responsibly and professionally deserved, and it then should be rewarded just as outstanding teaching effectiveness with small classes should also be rewarded.

VI. B. Publication

Though no department should regard scholarly publication as a *sine qua non*

for promotion, all departments should assign to publication a marked importance in decisions on promotion. Publication whose outstanding quality is evidenced by enthusiastic reviews in influential periodicals, by national and international recognition, and by a lively response from colleagues and students on the author's own campus, deserves special respect. "Creative" publication—poetry, fiction, articles in journals addressed to the general public—is and should be accorded great respect. Publication is probably the quickest and most universally effective way to professional advancement. But mere competency which succeeds in "getting into print" is no more dignifying than intellectual activity which expresses itself in other ways.

In general, the college teacher should be expected to live a literary life, to think, to acquire new knowledge, and to grow. Publication is one of the ways, perhaps the best way, of indicating intellectual activity and growth. Departmental administrators should welcome the substantial evidence which publication affords them when they resolve individual questions of promotion.

VI. C. Activity in Professional Societies, Institutional Activity

Departments vary sharply in the degree of importance which they assign to participation in professional societies. A few explicitly deny it any significance whatever. Some assign to it a moderate emphasis. When activities in national societies such as CCCC, CEA, MLA and NCTE and in significant regional societies enable a teacher to broaden the range of his own and of his colleagues' understanding, they should be respected.

The ambiguities apparent in this phase of the teacher's work are similar to those characteristic of administrative skill or interest. The good organization

man is needed, both nationally and locally, but he is not necessarily promoted for his labors. In general it seems to be assumed that organizational talent, whether at home or abroad or both, is a secondary qualification for promotion, one which yields criteria subordinate to those derived from teaching and scholarship. However, there are occasional departments in which activity of this kind is explicitly disregarded, or even regarded dyslogistically. The quality that deans call "leadership" is valuable when it is successful, and when it is successful it generally manages to and should win recognition. Similarly, effective institutional activity of professional significance—committee work, curriculum planning—should be recognized.

VI. D. *Other Activities*

Faculty activities on the home campus—civic work, and general faculty citizenship—are reflected only hazily and uncertainly in the responses from the several institutions. From these answers one might judge either that the matter is of no consequence or that it is important, but difficult to formalize so that a clear representation of it is impracticable. In the responses to the committee's questionnaire, however, every department included somewhere comments on "personality," on "cooperativeness and leadership," on "membership in the faculty as a whole" which, taken together, suggest that the second is the true interpretation. Qualities which tend to be referred to briefly as "maturity,"

"experience," "stability," "balance," and the like are frequently mentioned. No department offers a scientific procedure for applying to decisions on promotion criteria which these qualities supply, but it is likely that some of them are manifested in the ability to work smoothly and productively with colleagues in the department and in the faculty at large, and hence should be recognized as possible evidence for promotion.

Two Miscellaneous Observations

From the responses which are in hand, it is apparent that the Ph.D. degree is, as it should be, the one most important qualification for promotion in American colleges. Promotions to the upper ranks should be made without the doctoral degree only when other accomplishments of equal magnitude have been clearly demonstrated. The prospective college teacher of English should not be led to believe by the presently rising student enrollments or by some predicted effects thereof that he is likely to progress far in the profession without the Ph.D. degree.

A college teacher in a specific institution would do well to learn early in his career, if he has not done so before his appointment, what the conditions or qualities or qualifications for promotion are at his institution and to bend all efforts to meeting them—if they are in agreement with his own professional standards and purposes (if they are not, he would do well to find another position).